



**COHESIVE DEVICES IN THE TEXTS
WRITTEN BY THE SECOND SEMESTER STUDENTS
OF PARAGRAPH WRITING CLASS OF MURIA KUDUS UNIVERSITY**

**By
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**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY
2013**



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OF PARAGRAPH WRITING CLASS OF MURIA KUDUS UNIVERSITY**

SKRIPSI

**Presented to the University of Muria Kudus
In Partial Fulfillment of the Requirements for Completing the Sarjana Program
In the Department of English Education**

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**ENGLISH EDUCATION DEPARTMENT
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2013**

MOTTO AND DEDICATION

MOTTO

- Just be yourself!
- Keep spirit and do the best
- DREAM, BELIEVE & MAKE IT HAPPEN
- Trying, Working, Praying

DEDICATION

- Allah SWT the almighty
- Her beloved parents
- Her dearest brothers
- Her lovely fiancé
- Her beloved friends “Eleveners Plus”
- Everybody who supports her

ADVISORS' APPROVAL

This is to certify that the *Skripsi* of Himma Malini Amaliyah (NIM 200932110) has been approved by the *Skripsi* advisor for further approval by the Examining Committee.

Kudus, July 2013

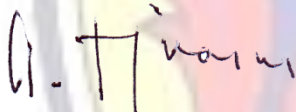
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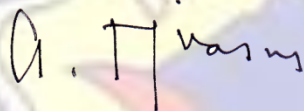
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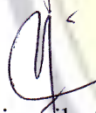
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NIM. 200932110

ABSTRACT

Amaliyah, Himma Malini. 2013. *Cohesive Devices in the Texts Written by the Second Semester Students of Paragraph Writing Class of Muria Kudus University*. Skripsi. English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisor: (1) Atik Rokhayani, S.Pd, M.Pd., (2) Dr. H.A. Hilal Madjdi, M.Pd.

Key Words : *Cohesive Devices, lexical cohesion, grammatical cohesion, text*

English is an international language used for communication both oral and written. When people speak or write, they produce the text. To create a good text, the writer must use a good cohesion to get a good link. Text is considered to be good if it fulfills two properties, they are cohesion and coherence. Cohesion is internal property, while coherence is contextual property of paragraph. Cohesive device is divided into grammatical cohesion and lexical cohesion. Grammatical cohesion consists of reference, substitution, ellipsis, and conjunction. Lexical cohesion consists of reiteration and collocation.

In this research, there are two objectives of the research. They are to find out the types and the percentages of cohesive devices in the texts written by the second semester students of Paragraph Writing Class of Muria Kudus University.

The design of this research is descriptive qualitative research. The data of this research is cohesive devices. Meanwhile, the data source is clause in the texts written by the second semester students of Paragraph Writing Class of Muria Kudus University.

Based on the analysis of students' texts, the writer found the percentages of types of cohesive devices. They are 1226 types of cohesive devices which contained 879 grammatical cohesion and 347 lexical cohesion. The results of grammatical cohesion are 579 as reference, 30 as substitution, 55 as ellipsis, 215 as conjunction and lexical cohesion are 47 as repetition, 10 as synonym, 184 as superordinate, 81 as general word, 25 as collocation. From the result, the highest percentages of types of cohesive devices is reference with 47,23% followed by conjunction with 17,54%, superordinate with 15,01%, general word with 6,61 %, ellipsis with 4,48%, repetition with 3,83%, substitution with 2,45%, collocation with 2,04% and the lowest is synonym with 0,81 %. It shows that the students mostly use reference in creating their texts whereas synonym is less used. So, there are relation among clauses from their sentences as well as the students' texts has a good cohesion.

Relating to the analyzing of cohesive devices, the writer suggests that we must pay attention for the use of cohesion make a good text. Cohesion can reduce confusion in understanding the texts because we know how the sentences or paragraph are related. The writer also hopes this research will be beneficial for the students, lecturers, readers and further researcher in order to use of cohesion in composition of writing a good text.

ABSTRAK

Amaliyah, Himma Malini. 2013. *Piranti Kohesif di Teks yang Ditulis oleh Mahasiswa-mahasiswi Semester Dua Kelas Paragraf Writing Universitas Muria Kudus. Skripsi*. Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Pembimbing: (1) Atik Rokhayani, S.Pd, M.Pd., (2) Dr. H.A. Hilal Madjdi, M.Pd.

Kata Kunci : *Piranti Kohesif, leksikal kohesi, gramatikal kohesi, teks*

Bahasa inggris adalah bahasa internasional yang digunakan untuk berkomunikasi secara lisan ataupun tertulis. Ketika orang-orang berbicara atau menulis, mereka menghasilkan teks. Teks akan menjadi baik jika itu memenuhi dua komponen, yaitu kohesi dan koheren. Kohesi adalah komponen bagian dalam, sedangkan koheren adalah komponen isi yang berhubungan dari paragraf. Piranti kohesif terbagi menjadi gramatikal kohesi dan leksikal kohesi. Gramatikal kohesi terdiri dari reference, substitusi, ellipsis dan konjungsi. Leksikal kohesi terdiri dari reiterasi dan kolokasi.

Dalam penelitian ini, ada dua tujuan penelitian. Yaitu untuk mendapatkan tipe dan persentase piranti kohesif di teks-teks yang ditulis oleh mahasiswa-mahasiswa semester dua kelas Paragraph Writing di Universitas Muria Kudus.

Bentuk penelitian ini adalah penelitian deskripsi kualitatif. Data di yang ditulis oleh mahasiswa-mahasiswa semester dua kelas Paragraph Writing di Universitas Muria Kudus.

Berdasarkan analisis teks-teks mahasiswa, penulis mendapatkan persentase tipe-tipe piranti kohesif. Yaitu 1226 tipe kohesi yang berisi 879 gramatikal kohesi dan 347 leksikal kohesi. Hasil dari gramatikal kohesi yaitu 579 reference, 30 substitusi, 55 ellipsis, 215 konjungsi dan leksikal kohesi yaitu 47 repetisi, 10 sinonim, 184 superordinat, 81 kata umum, 25 kolokasi. Dari hasilnya, persentasi tertinggi tipe kohesi adalah reference 47,23% diikuti oleh konjungsi 17,54%, superordinate 15,01%, kata umum 6,61%, ellipsis 4,48%, repetisi 3,83%, substitusi 2,45%, kolokasi 2,04% dan yang terendah yaitu sinonim 0,81%. Hal itu menunjukkan bahwa mahasiswa sering menggunakan reference dalam menghasilkan teks sedangkan sinonim jarang digunakan. Sehingga, ada hubungan antara klausa dari beberapa kalimat sebagai teks mempunyai kohesi yang baik.

Berhubungan dengan analisis kohesi, penulis menyarankan bahwa kita harus memperhatikan dalam penggunaan kohesi untuk membuat teks yang baik. Kohesi dapat mengurangi kebingungan dalam memahami teks karena kita tahu bagaimana kalimat atau paragraf saling berhubungan. Penulis juga berharap penelitian ini akan bermanfaat untuk mahasiswa, dosen, pembaca dan peneliti selanjutnya sehubungan dengan penggunaan kohesi dalam susunan menulis teks yang baik.

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